

IMPACT OF EMOTIONAL INTELLIGENCE, PERCIEVED STRESS AND  
ACADEMICSELF EFFICACY ON HAPPINESS AND ACADEMIC PERFORMANCE

Project Report

In partial fulfilment of the requirement of degree of

MASTERS OF ARTS

IN

PSYCHOLOGY

(COUNSELING)

SUBMITTED BY: AMRINDER SINGH

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UNDER THE GUIDANCE OF:

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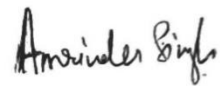
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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
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**CERTIFICATE**

This is to certify that the thesis entitled “**IMPACT OF EMOTIONAL INTELLIGENCE, PERCEIVED STRESS AND ACADEMIC SELF EFFICACY ON HAPPINESS AND ACADEMIC PERFORMANCE**” being submitted in partial fulfilment of requirement for the awards of degree of **Masters of Arts in Psychology**, in the **School of Humanities and Social Sciences, Thapar Institute Of Engineering And Technology, Patiala** is a bonafide work carried out under the supervision of **Dr. Sohinee Ganguly**, Professor, School of Humanities and Social Sciences, Thapar Institute Of Engineering And Technology, Patiala and that no part of this project has been submitted for the award of any other degree



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This is to certify that the above statement made by the student concern is correct and true to the best of knowledge.



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**CANDIDATE'S DECLARATION**

I, hereby declare that the work presented in this thesis entitled in partial fulfilment of the requirement for the award of Degree of **Masters of Arts in Psychology**, in the **School of Humanities and Social Sciences, Thapar Institute Of Engineering And Technology, Patiala** is an authentic record of my on work carried out under the super vision and guidance of **Dr. Sohinee Ganguly**, Professor, School of Humanities and Social Sciences, Thapar Institute Of Engineering And Technology, Patiala and refers other researchers work which are duly listed in the reference section.

The matter embodied in this thesis has not been formed on the basis for the award of any other degree of this or any other institute.

Date: June, 2019



Place: Patiala

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This is to certified that the above statement made by the student concern is correct and true to the best of knowledge.



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## **ABSTRACT**

The study was done to see the impact of emotional intelligence and academic performance on academic self-efficacy, happiness and perceived stress. The sample consisted a total of 100 students of SAI institute, Patiala. Fifty students were boys and 50 students were girls. The age range was taken between 16-18 years.

There were four questionnaires that were used for the study – The Schutte Self-Report Emotional Intelligence Test, Subjective Happiness Scale, Academicself-efficacy and Perceived Stress. For the result analysis, descriptive statistics to describe the results; correlation and regression was also used. Results showed that perceived stress had a negative relationship with happiness.

Keywords: Emotional Intelligence, Perceived Stress, Happiness, Academic self-efficacy, Academic Performance.

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# CHAPTER 1:

## INTRODUCTION

### **1.1: Emotional Intelligence:**

It is the capability of one to realise their emotions, and interpret what they mean and realise how they influence other individuals around. It is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures Reuven Bar-On (1996). Every person has a different personality, want, need, and our ways of showing emotions also varies. It also includes the how one views others; understanding how they experience emotions; this helps the person to control relations more adequately.

#### Characteristics of emotional intelligence-

There are five elements that come under emotional intelligence.

- **Self-Awareness-**

It means that the person understands his emotion, and doesn't let his emotions rule him. This helps them gain confidence as they trust their intuition and can control their emotion. They know their strength and weaknesses and know how to use them.

- **Self-Regulation-**

The capability to manage emotions and urges. Individuals who are good at this don't let them-selves to be too angry, and make decisions impulsively. Self-Regulation involves the ability to say no, thoughtfulness, comfort with change and think before they act.

- **Motivation-**

People who are high on emotional intelligence are generally inspired. They are extremely fruitful, are fond of challenges and work very effectively in the job they choose. They have long term goals and don't bend down to small reward.

- **Empathy-**

The capability to recognize and understand the needs, and views of the people around us. People who have good empathy skills recognise the feeling of others; even the unclear feelings. They are good at maintaining relationship, listening to what others have to say. They avoid judging too quickly.

- **Social skills-**

People high on social skills are naturally team contenders. Instead of focusing on their own victory; they assist others growth. They are good at managing disputes, are experts at establishing and managing relationships and are excellent communicators.

Tips to improve emotional intelligence-

- Try putting oneself in the other person's position and be more welcoming and open of their opinions and requirements.
- Being modest can be a wonderful quality and it also does not imply that one is apprehensive or lack self-confidence. One should allow others to shine and not worry too much about gaining compliments for self.
- Take authority for one's deeds. Apologize directly if one wound someone's feeling and avoid disregarding the person.
- Know how your action affect others around you. Pitting yourself in their place will help realise the impact of decision making skills.

## **1.2: Perceived stress:**

Perceived stress indicates the emotions and opinions that a person has regarding the level of stress that they will be beneath a specific time-point or over a particular time-period. Lazarus (1999); found that stress can be perceived as any form of event that strains an individual's ability to cope. No one's life is free of stress regardless of how sensible you are.

Signs of perceived stress –

- This involves emotions of impulsiveness and irregularity of one's living.
- It relates to dealing with annoying hassles, the changes that occur in one's life and the level of confidence on one's behalf to tackle these problems or obstacles.
- It does not involve the types of events that are stressful which might have happened to the person but how the person deals with these life stresses.
- There is a difference from person to person according to their personality, coping resource and support.

There are some strategies to cope with the stressful situations. Coping strategies refer to ways of handling stress-full and trouble-some situations.

- It also includes expelling effort to resolve problems and to deal with problematic situations.
- Some common coping strategies are problem-focused coping, emotion-focused coping and seeking social support that one may use to deal with stressful situations (Kohlman, Weidener, Dotzauer, & Burns, 1997).
- Filling up questionnaire surveys, interviews or written texts are often used to find out how people cope with stress.

### **1.3: Academic self-efficacy:**

It is an optimistic self-belief of a person for his possibility of strongly achieving a task: and making a beneficial outcome. Academic self-efficacy means an individual's belief that they can perform successfully at a designated level on an academic task or attain a specific academic goal (Bandura, 1997). A person's chances for success are determined through academic self-efficacy majorly. The person needs to give more regards to academic self-efficacy when positioning goals to be certain that, his/her efficacy beliefs are in coordination with their aims.

There are four origins of efficacy beliefs –

1- **Mastery Experiences-**

Academic Self-efficacy is firstly determined through mastery experiences. In order to gain success one must learn from their past experiences in the process to build academic self-efficacy. To own strong feeling of self-efficacy needs learning through experiences in getting over the barriers through trying hard and determination.

2- **Vicarious Experiences-**

Academic self-efficacy is derived from our examination of people around us, especially from human beings they view to be their idols. Looking at people who are alike us progress through continues efforts increases our capability to lead in the activities to be successful in the area they want.

3- **Verbal Percussion-**

It is an important role as, influential people in a person's life such as his parents, teachers etc. can help strengthen this belief that he has the capability to succeed, that means that person will put more effort when the problem arises.

4- **Emotional and Physiological State-**

The person's state of mind influences how he judges his academic self-efficacy. Pressure or rigidity can be explained as signals of liability for low performance, while, constructive emotions can improve the person's faith in his expertise.

5- **Imaginal Experience-**

It means the craft of envisioning or imagining oneself acting productively and strongly in prone circumstances.

#### **1.4: Happiness:**

It is a state of mind that differs from one person to another. Happiness can be good weather for one it can be good grades, for another it can be a lazy Sunday morning. Happiness is subjective. Happiness can be determined by various things like environment, state of mind, family, job environment etc. While so many things influence happiness we can't truly be happy until we are determined to do so.

There are many factors contributing to the happiness of the person but it has been found that having good interpersonal relationships is the most vital ingredient. If a person is happy in his/her most important relationship with someone it is likely that the person will be happy overall, Waldinger and Schulz (2010).

We need a constructive approach to life. Happiness has been a much research topic in psychology and everyone wants to be happy but can't be for one reason or the other. People even do specialise courses to enhance their happiness quotient courses like art of living, life coach courses are quite invoking these days so that is why today happiness is very interesting topic to research on.

There are various theories of happiness like the pleasurable life on Hedonism Theory, The fine life on Desire theory, The meaning for life on objective theory etc. Each theory gives us the different perception how happiness can be achieved. While doing psychological research people found various determinants of happiness like constructive effect, optimism and flow.

There are three types of happiness-

##### 1- Pleasant Life-

It consists of having as much as pleasure as you can, as many of the constructive emotions, and learning a dozen or so techniques that could actually work for increasing the duration and intensity of the pleasure. There can be shortcuts but they do not lead to true happiness.

## 2- Engage Life-

This means being engaged or truly committed in what you are doing or the people you are with. There are no shortcuts to engage life. It can be only achieving by first knowing what the person's highest strengths are, and re-crafting the person's life to use them at work, in love, in friendship etc.

## 3- Meaningful Life-

It consists of knowing what the person's highest strengths are and using them in the service of something that the person believes is bigger than him.

### **1.5: Academic Performance:**

There are many factors that contribute to a student's academic achievement. It is not necessarily determined by the grades but also what the child learns in class. Some students may not be the toppers of the class but may possess other qualities like being a good leader or good at teamwork.

Although the grades hold a bigger place; they also determine the future occupation of the child. The child gets an idea of what stream to choose further. Where the child has his interest and in what subject the child excels.

There are some factors that influence the academic performance of the child –

- **Attitude of the Students –**

They possess the abilities to differentiate between right and wrong. Goal-oriented students usually possess positive feelings regarding their school experiences, they possess the traits of discipline, diligence and tend to devote less time towards recreation and leisure activities. It is vital for the students to possess positive thinking in terms of their schools, teachers and academic subjects.

- **School Resources –**

It is vital to make provision of resources that can be utilized to enhance the academic performance of students. The textbooks, notes, learning materials, hand-outs, technology, library facilities and laboratory facilities, should include the essential materials.

- **Leadership Aspects –**

The major role of leadership aspects in influencing the academic outcomes of the students is based upon the administration and management of the school. When there are proper rules, policies and management is put into practice in an appropriate manner, then there would be improvement in academic performance of the students.

- **Skills and Abilities of the Teachers –**

Teachers need to possess an approachable nature, listen and provide solutions to the problems experienced by the students. The main objective of the teachers should only be to enhance the academic performance of the students and lead to their effective development.

- **Psychological and Health Related Factors –**

In order to generate positive academic outcomes, it is essential for the students to maintain their psychological and physical health. On the other hand, factors such as, stress, anxiety, fear, trauma, depression or physical health problems prove to be impediments within the course of their academic achievement.

- **Motivating and Encouraging Students –**

In academic learning, some of the concepts are difficult to learn and understand. When students are unable to achieve the desired grades, then instead of getting angry on them, the teachers and parents need to make provision of help and assistance. They should motivate the students and encourage them to do well in future. They need to understand their weaknesses and help them.

## **CHAPTER 2:**

### **REVIEW OF LITERATURE**

#### **Emotional Intelligence –**

An investigation was done randomly on college students in Aurangabad district (Austin, Egan; 2005). 300 students participated. It was done to see the relation of emotional intelligence and happiness. Emotional intelligence scale and happiness questionnaire were used to assess. As the results came out; it was shown that happiness had a constructive significance on emotional intelligence.

A research was done by Rode et al. (2007), which anticipated that emotional intelligence was connected to academic performance due to two given reasons. Firstly, academic performance involves a high level of uncertainty. Secondly, scholastic work is mostly directed towards self which needs huge self-regulation. Thus, the results showed that students who have high levels of emotional intelligence will perform good academically.

A research done studied the impact of happiness on emotional intelligence, emotion-regulation and emotional affect (Austin, Egan; 2005). There were 200 participants with the mean age of 21 years. They were divided into two groups of 100 being happy and 100 being unhappy. There was gender also as a variable. ANOVA was calculated for results. It came out that happy people had a positive affect and emotional intelligence was high. As far as gender factor was concerned unhappy men had low emotional intelligence. In women also; unhappy women were low on emotional intelligence.

### **Perceived stress –**

The adolescents are in a chronic state of threatened homeostasis and their adaptive responses are crucial for a successful adulthood, Hans (1956). The study intended to know the effect of severity of perceived stress on the academic performance. Further a comparison of performance in male & female students was also studied. The study was done on 150 first year medical students. Self-evaluation questionnaire was given to assess stress severity. The study revealed that as the stress decreases the academic performance of the students increases. Also it was resulted that females showed better performance with increased stress than males.

A research was conducted on happiness and perceived stress, Cohen (1983). It generally attempted to measure stress in terms of cognitive functions. 100 college students were a part of the research. It was important to conduct the study as commonly it was said that happiness reduces stress levels and is an intervention for stress management. The results showed that as the levels of happiness increase the level of stress decreases. Hence, they had an inverse association.

A study was done to determine the relationship between stress and life satisfaction and also to correlate other factors that affect life satisfaction among medical students, Selye (1974). A cross-sectional study was done. The study was conducted in Melaka-Manipal Medical College, Muar, Johor, Malaysia. 265 self-administered questionnaires were distributed to medical students of Melaka-Manipal Medical via universal sampling. The questionnaires consisted of sociodemographic characteristics, Quality of Life Enjoyment and Satisfaction Scale and Perceived Stress Scale. Data were analysed using SPSS version 17. There was a significant negative correlation between perceived stress and life satisfaction. Multiple linear regression analysis also showed a significant relationship between perceived stress and life satisfaction. Intervention programs aimed at improving coping skills of the medical students in response to stress should be developed so that they enjoy greater satisfaction in life. This will lead to better academic performance, more efficient learning and reduce stress-related health problems.

### **Academic Self-Efficacy –**

A research was done in Tehran University of Medical Sciences (Munir, Bolderston; 2009) to see the relation of self-efficacy with academic performance in post graduate students. It was resulted that there was a direct and positive connection between a student's academic performance and self-efficacy. Hence, as self-efficacy increases; so does academic of the students.

Most researchers investigating the relationship between self-efficacy and performance have reported a strong correspondence (Pajares and Miller, 1994). The aim of the study was to investigate relationships between self-efficacy and academic performance among a sample of 82 sophomore students who attended Instructional Planning and Evaluation class at the Marmara University Technical Education Faculty. Survey method used in this research. Each student's final grade note was used as a performance measure. The instrument was used to measure self-efficacy is the Motivational Strategies Scale developed and adapted into Turkish. Data analysed by Pearson's Correlation and descriptive statistics. It was resulted that self-efficacy and academic performance had preferably significant relationship.

The research described in the paper aimed to evaluate the extent to which academic performance is affected by student engagement, academic self-efficacy, and academic motivation (Adeyemo,2007). The results of the study, which was conducted with the participation of 578 middle and high school students, suggest that cognitive engagement, one of the subdimensions of school engagement, predicts academic performance; however, emotional and behavioural engagement does not predict academic performance. A sense of academic self-efficacy and academic motivation, however, do predict academic performance. Moreover, the sense of self-capability and related motivations of students, as well as the sense of the purpose for their learning are significant variables affecting their academic success.

## CHAPTER: 3

### **3.1: Research Gap**

Literature shows, few studies have attempted to understand the relationship between Emotional Intelligence, Perceived Stress, Academic Self-Efficacy and Happiness and Academic Performance. The present study attempts to probe into these relationships.

### **3.2: Objectives**

1. To explore the relation between Emotional Intelligence and Happiness.
2. To explore the relation between Emotional Intelligence and Academic Performance.
3. To explore the relation between Perceived Stress and Happiness.
4. To explore the relation between Perceived Stress and Academic Performance.
5. To explore the relation between Academic Self-Efficacy and Happiness.
6. To explore the relation between Academic Self-Efficacy and Academic Performance.

### **3.3 Hypotheses**

**H<sub>1</sub>:** Emotional intelligence has a positive relationship with happiness.

**H<sub>2</sub>:** Emotional intelligence has a positive relationship with Academic Performance.

**H<sub>3</sub>:** Perceived stress has a negative relationship with happiness.

**H<sub>4</sub>:** Perceived stress has a negative relationship with Academic Performance.

**H<sub>5</sub>:** Academic Self-Efficacy has a positive relationship with Happiness.

**H<sub>6</sub>:** Academic Self-Efficacy has a positive relationship with Academic Performance.

## **CHAPTER 4:**

### **METHODOLOGY**

#### **4.1 Design: -**

Emotional Intelligence, Perceived Stress and Academic Self-Efficacy were the independent variables. Happiness and Academic Performance were the dependent variables.

#### **4.2 Sample: -**

The study was conducted on 100 school students of SAI Institute, Patiala. The sample consisted of 50 boys and 50 girls with the age ranging from 16-18 years. The mean age of boys and girls was 17 years.

#### **4.3 Tools used: -**

The following standardised questionnaires were used-

##### **1. The Schutte Self-Report Emotional Intelligence Test-**

It is used as a measure of emotional intelligence including for sub scale- Perceiving emotions, regulating emotions, self-relevant management emotions and managing others emotions. It consisted of 33 items that were used as a measure for emotional intelligence. The statements were marked from 1-5 (1-Strongly Disagree to 5-Strongly Agree). The subject had to mark the statement according to the instructions that was the most suitable to them.

##### **2. Subjective Happiness Scale-**

The test consisted of four items. The subject had to choose from 1-7 (1-Not at all to 7-a great deal); as it seemed fit to them. Item 4 was reverse scored.

3. **Academic self-efficacy-**

The test consisted of 29 items the subject had to choose from A-E (A-quite a lot to E-very little). The was done ranging from 5-1; 5 being marked as A to 1 being marked as E. There was no reverse scoring.

4. **Perceived Stress-**

The test consisted of 14 items. The statements were supposed to be marked from Never-Very often. Never was scored as 0 till Very often which was scored as a 4. Item numbers 4-5-6-7-9-10-13 were reverse scored.

5. **Additionally Personal Information-** Name, Age, Gender, Past Academic Performance.

**4.4 Procedure-**

The questionnaires were given in a school setting. The subjects were seated comfortably and their consent was taken before giving them the questionnaire. The subjects were given full attention and their doubts were cleared if and when there were any. They were given proper time to complete the questionnaire.

**4.5 Statistical analysis-**

Mean, Median, Standard Deviation, Correlation, Regression was used to analyse the data. The data was analysed using SPSS (Statistical Package for Social Sciences) version 22.

## CHAPTER 5:

### RESULTS

**TABLE 1:** Descriptive statistics of Emotional Intelligence, Perceived Stress, Happiness, Academic self-efficacy, Academic Performance.

<b>VARIABLE</b>	<b>N</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Academic Performance	100	67.40	11.121
Perceived Stress	100	26.80	5.926
Academic Self- Efficacy	100	97.22	20.722
Happiness	100	18.99	4.303
Emotional Intelligence	100	116.44	18.762

**TABLE 2:** Correlation between Emotional Intelligence, Perceived Stress, Academic self-efficacy, Happiness, Academic Performance.

	<b>PS</b>	<b>ASE</b>	<b>EI</b>	<b>HAPPINESS</b>	<b>AP</b>
<b>PS</b>	1.000				
<b>ASE</b>	0.101	1.000			
<b>EI</b>	0.130	-0.061	1.000		
<b>HAPPINESS</b>	-0.224*	-0.024	0.150	1.000	
<b>AP</b>	0.067	0.099	0.057	-0.007	1.000

\*. Correlation is significant at the 0.05 level.

\*\*. Correlation is significant at the 0.01 level.

**PS-** Perceived Stress

**ASE-** Academic Self-Efficacy

**EI-** Emotional Intelligence

**AP-** Academic Performance

Emotional Intelligence did not have a significant relationship with happiness ( $r = 0.150$ ,  $p < 0.05$ ) and academic performance ( $r = 0.057$ ,  $p < 0.05$ ). Hence, H1 and H2 were not accepted.

Perceived stress had a significant correlation with happiness. The relationship was negative ( $r = -0.224$ ,  $p < 0.01$ ).

Perceived stress however, did not have a significant relationship with academic performance ( $r = 0.067$ ,  $p < 0.05$ ).

Academic self-efficacy did not have a significant relationship with happiness ( $r = -0.061$ ,  $p < 0.05$ ) and academic performance ( $r = 0.099$ ,  $p < 0.05$ ). Hence, H5 and H6 were not accepted.

	<b>B</b>	<b><u>S.E</u></b>	<b><u>Beta</u></b>	<b><u>t</u></b>	<b><u>Sig</u></b>	<b><u>F</u></b>	<b><u>Sig</u></b>	<b><u>R</u></b>	<b><u>R<sup>2</sup></u></b>	<b><u>Ad R<sup>2</sup></u></b>
Happiness	-0.293	0.133	0.213	-2.197	0.030	4.826	0.030	0.213	0.045	0.036

**TABLE 3:** Linear regression analysis predicting perceived stress from happiness.

Note: df = (1,102)

Perceived stress was predicted from happiness. Results show B= -0.293, academic self-efficacy= 0.133, t= -2.197, p<0.05, adjusted R2= 0.036, F (1,102) = 4.826, p<0.05.

Every one-unit increase in happiness leads to a -0.293-unit decrease in perceived stress. 3.6% variation in perceived stress is caused by happiness. H3 was accepted.

## **CHAPTER 6:**

### **DISCUSSION**

The purpose of the study was to see the impact of emotional intelligence, academic self-efficacy, perceived stress on happiness and academic performance. The study was conducted in a school. The sample was collected from SAI Institute, Patiala. There were 100 subjects. Their age ranged from 16-18 years. Four standardised questionnaires were used; i.e.; Subjective Happiness Scale, The Schutte Self-Report Emotional Intelligence Test, Academic self-efficacy, Perceived Stress and demographic data was collected to know the previous results of the students.

It was hypothesised that emotional intelligence has a positive relationship with happiness. This hypothesis was rejected. It was hypothesised that emotional intelligence has a positive relationship with academic performance. This hypothesis was rejected. It was hypothesised that perceived stress has a negative relationship with happiness. This hypothesis was accepted. It indicated that when stress levels of students increased their happiness reduced. These findings give an important insight into the need of the present hour. The sample of the study comprised of students of grades eleven and twelve. Usually, the stress experienced by these students are very high owing to pressure from parents to excel in academic performance. The findings indicate that the students may benefit from counselling sessions aimed at understanding and reducing the stress experienced by them. However, perceived stress did not have a significant relationship with academic performance. Hence, the fourth hypothesis was not accepted.

Further, academic self-efficacy did not have a significant relationship with both happiness and academic performance in the present study. Hence, both hypothesis 5 and 6 were rejected.

The study discussed further does not comprehend to the results.

There was a study conducted to see the measures of trait emotional intelligence, happiness, personality and cognitive capability (Argyle,1992). Outcomes showed there was a negative relation among neuroticism and happiness; whereas; extraversion and openness was constructively related. It was seen that emotional intelligence covered 50% of total outcome

in happiness. This was calculated by regression analysis. The positive relationship between trait emotional intelligence and happiness showed in presence of the Big Five. Whereas, the Big Five did not account for a significant amount of happiness variance when trait EI was partialled out.

Another study was conducted to see the relationship between emotional intelligence, happiness and mental health (Pellitteri,2002). The sample was collected randomly from 120 students of Medical Sciences of Isfahan University. Three questionnaires were used- Bar-on Emotional Intelligence Questionnaire, Goldberg and Williams Mental Health Questionnaire and Argyl and Lou's Oxford Happiness Questionnaire. The results indicated a constructive and meaningful relation between emotional intelligence, happiness and mental health. Also, students with high emotional intelligence are high on happiness and mental health.

This study has two aims. The first was to examine the changes in perceived stress and life satisfaction in terms of college belonging, major belonging, and the participation in extracurricular activities. The second aim was to test the moderating effect of college and major belonging, and extracurricular activities in the relationship between perceived stress and life satisfaction Aksu, Civitci&Duy (2008). The participants were 477 undergraduate students at a public university in Turkey. The Perceived Stress Scale, The Satisfaction with Life Scale and a personal information form were used to collect the data. The results of MANCOVA indicated that the students having a high college and major belonging had low perceived stress and high life satisfaction. In addition, perceived stress and life satisfaction did not change significantly based on whether the students participated in extracurricular activities. However, among the students participating in extracurricular activities, the students who had high college belonging have low perceived stress and more life satisfaction. The results of the hierarchical regression analysis indicated that only college belonging played a moderator role in the relationship between perceived stress and life satisfaction. In conclusion, this study reveals that especially the college belonging is important in terms of stress and life satisfaction in college students.

This research study was carried out to assess the perceived impact of stress on academic performance among undergraduate nursing students of the University of Jos, Smith and Renk (2007) . The research design was a correlational descriptive study. An instrument for data collection was structured questionnaire. Data collected were analysed using descriptive statistics, i.e., frequency, mean and percentage, and data presented in tables. Results revealed

that the common stressors found among undergraduate students and their (stressors') degree of influence on academic performance are finance, course load; continuous assessment; while overcrowded classroom and others fairly influence nursing students academic performance. The academic performance of undergraduate nursing students was satisfactory with 189 of the students having a cumulative grade point average between second class upper and second class lower. Nursing students perceived stress to have a negative impact on their academic performance. Being optimistic, having a relaxed state of mind were among other methods used by nursing students to cope with stress. It was concluded that stress is perceived by undergraduate nursing students of the University of Jos, to have a negative impact on their academic performance and recommended that the university/department introduce stress coping skills in the planning of undergraduate curriculum among others. Nursing students recommended that lecturers should be more friendly; financial burden be reduced on students, among others, as ways to help them cope with stress.

## **CONCLUSION**

The present study attempted to see the relationship between emotional intelligence, academic self-efficacy, perceived stress on happiness and academic performance. The study was conducted with adolescent school students. Finding show happiness of students negatively predicted the perceive stress levels of the students. This indicated increased happiness by the student; decreased was their stress.

## **LIMITATION**

The sample of the study was limited to 100. A greater sample size could give a better insight into the relation between the variable. Further, the age group of the sample was restricted only 16-18Year.

## **FUTURE RESEARCH**

In perspective of the results and limitations of the investigation done above: many future directions can be purposed. Firstly, a longitudinal research among the connections between emotional intelligence, academic performance, self-efficacy, perceived stress and happiness should be conducted. That could help reveal more insight on the workings through which individuals create strategies to cope with their academic performance and emotional intelligence.

Secondly future investigation should also be clear about the variable they study. The investigation should be more comprehensive. Thirdly future studies could bring to light the appropriate sample size to be taken for researches.

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## **APPENDIX A: CONSENT FORM**

School of Humanities & Social Sciences  
Thapar Institute of Engineering & Technology

Dear Friends,

I am **Amrinder Singh** student of MA-II Psychology, as a part of my dissertation I am attempting to understand the lives of students of our campus. Please provide your responses in the booklet as truthfully as you can. The information you provide is for academic purposes only and shall be kept completely confidential.

Your participation is voluntary and I am grateful to you for helping me with my research. For any questions pertaining to my research do not hesitate to contact me.

Thank You.

Amrinder Singh

9988786100

**Please provide your consent to the research in the section below:**

**Name:**

**Date:**

**Signature:**

## APPENDIX B: PERSONAL INFORMATION

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### Personal Information

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Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Stream & Year: \_\_\_\_\_

### Grades:

- **2 Months Back (PCM Grades):**
- **Latest (PCM Grades):**

## APPENDIX C: ACADEMIC SEIF-EFFICACY

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way.

Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate.

Statements	Never	Almost Never	Sometimes	Fairly Often	Very Often
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
3. In the last month, how often have you felt nervous and "stressed"?					
4. In the last month, how often have you dealt successfully with irritating life hassles?					
5. In the last month, how often have you felt that you were effectively coping with important changes that were occurring in your life?					
7. In the last month, how often have you felt that things were going your way?					
8. In the last month, how often have you found that you could not cope with all the things that you had to do?					
9. In the last month, how often have you been able to control irritations in your life?					

10. In the last month, how often have you felt that you were on top of things?					
11. In the last month, how often have you been angered because of things that happened that were outside of your control?					
12. In the last month, how often have you found yourself thinking about things that you have to accomplish?					
13. In the last month, how often have you been able to control the way you spend your time?					
14. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					



clubs etc.).					
16. Making professors respect you.					
17. Attending class regularly.					
18. Attending class consistently in a dull course.					
19. Making a professor think you are paying attention in class.					
20. Understanding most ideas you read in your texts.					
21. Understanding most ideas presented in class.					
22. Relating course content to material in other courses.					
23. Challenging a professor's opinion in class.					
24. Applying lecture content to a laboratory session.					
25. Making good use of the library.					
26. Getting good grades.					
27. Spreading out studying instead of cramming.					
28. Understanding difficult passages in text books.					
29. Mastering content in a course you are not interested in.					

## APPENDIX E: The Schutte Self Report Emotional Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = neither disagree nor agree
- 4 = agree
- 5 = strongly agree

1. I know when to speak about my personal problems to others. \_\_\_\_\_
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them \_\_\_\_\_
3. I expect that I will do well on most things I try \_\_\_\_\_
4. Other people find it easy to confide in me \_\_\_\_\_
5. I find it hard to understand the non-verbal messages of other people\* \_\_\_\_\_
6. Some of the major events of my life have led me to re-evaluate what is important and not important \_\_\_\_\_
7. When my mood changes, I see new possibilities \_\_\_\_\_
8. Emotions are one of the things that make my life worth living \_\_\_\_\_
9. I am aware of my emotions as I experience them \_\_\_\_\_
10. I expect good things to happen \_\_\_\_\_
11. I like to share my emotions with others \_\_\_\_\_
12. When I experience a constructive emotion, I know how to make it last \_\_\_\_\_
13. I arrange events others enjoy \_\_\_\_\_
14. I seek out activities that make me happy \_\_\_\_\_
15. I am aware of the non-verbal messages I send to others \_\_\_\_\_

16. I present myself in a way that makes a good impression on others \_\_\_\_\_
17. When I am in a constructive mood, solving problems is easy for me \_\_\_\_\_
18. By looking at their facial expressions, I recognize the emotions people are experiencing \_\_\_\_\_
19. I know why my emotions change \_\_\_\_\_
20. When I am in a constructive mood, I am able to come up with new ideas \_\_\_\_\_
21. I have control over my emotions \_\_\_\_\_
22. I easily recognize my emotions as I experience them \_\_\_\_\_
23. I motivate myself by imagining a good outcome to tasks I take on \_\_\_\_\_
24. I compliment others when they have done something well \_\_\_\_\_
25. I am aware of the non-verbal messages other people send \_\_\_\_\_
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself \_\_\_\_\_
27. When I feel a change in emotions, I tend to come up with new ideas \_\_\_\_\_
28. When I am faced with a challenge, I give up because I believe I will fail\* \_\_\_\_\_
29. I know what other people are feeling just by looking at them \_\_\_\_\_
30. I help other people feel better when they are down \_\_\_\_\_
31. I use good moods to help myself keep trying in the face of obstacles \_\_\_\_\_
32. I can tell how people are feeling by listening to the tone of their voice \_\_\_\_\_
33. It is difficult for me to understand why people feel the way they do\* \_\_\_\_\_

## APPENDIX F: HAPPINESS

For each of the following statements and/or questions, please circle the point on the scale that you feel is most appropriate in describing you.

1. In general, I consider myself:

1	2	3	4	5	6	7
not a very happy person			happy		person	a very

2. Compared with most of my peers, I consider myself:

1	2	3	4	5	6	7
less happy						more happy

3. Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?

1	2	3	4	5	6	7
not at all						a great deal

4. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?

1	2	3	4	5	6	7
not at all						a great deal